



Aspira of America, Inc. Annual Report 1973-74



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Foreword

Facing adversity is a constant state of being for Aspira. Its thirteenth year as educational advocate for young and poor Puerto Ricans, helping to build an educated leadership for the Puerto Rican community, was no exception.

Funds were cut or arrived late in the program year. But the desperate need and demonstrated desire for such services as the Right to Read program and the National Health Careers program, redoubled both our fund-raising efforts and our efforts to squeeze staff time out of a reduced budget to provide services in those programs at least on a reduced scale for the time being.

Our tenacity paid off. Although we had lost funding for the Health Careers Program, 25 students were placed in medical schools this year and others entered pre-med, dentistry, nursing and other medical career programs. Before year's end, the National Institute of Health had promised Aspira a program grant of \$250,000 for a greatly expanded National Health Careers Program for the 1974-75 school year.

When funds for the Right to Read program in Philadelphia did not arrive in September, staff who had been carefully trained, and students who had been rigorously recruited during the summer, finally drifted away in disappointment. But when the money finally arrived after the first of the year, the students poured in and filled all places and a waiting list. Tutors were quickly recruited and those in the program began to see a steady improvement in their school work.

Aspira won a major victory in New York this year for Puerto Rican and other Hispanic children who can't speak English—a mandated bilingual education in New York City schools. A class action suit filed in Federal District Court by attorneys for the Puerto Rican Legal Defense and Education Fund, Inc. in 1972 on behalf of Puerto Rican school children and their parents, Aspira of New York, Inc. and Aspira of America, Inc. resulted in a consent decree, signed in August 1974, mandating bilingual education for all Hispanic children in New York City schools.

The judge enjoined both Aspira of New York and the Board of Education to present a bilingual educational plan. The final plan incorporated into a consent decree, due to start during the 1974-75 school year, represented a strong Aspira input.

Other recognition of Aspira's expertise and commitment to the education of Puerto Rican children came from the Boards of Education in Newark and San Juan, where Aspira counselors, clubs and programs have been welcomed this year where once they were turned away.

Aspira's major purpose, starting from a time when there were only a handful of Puerto Rican professionals in continental United States, has always been to counsel and guide Puerto Rican students to complete high school and go on to college—and as the number of Puerto Rican college students grew—to go on to graduate school.

The worsening economy this year and its concomitant unemployment struck the Puerto Rican community early and with great force, putting a great deal of pressure on families of students planning to go to college, and making it difficult to find work to supplement scholarship and loan packages.

Despite all of these problems, Aspira placed 1,445 young Puerto Ricans in college this year with nearly full financial aid packages for all of them. To make sure Aspirantes have money to go on to college, Aspira has secured commitments for \$120,000 to be given out in low interest scholarship loans to both undergraduate and graduate students over the next four years. Counseling to motivate students further and to help them work out their educational problems and financial worries will continue throughout Aspira.

We know we are on the right track, and both government and industry are demonstrating their belief in our approach with financial and technological aid. Aspira was able this year to raise almost \$2 million—over \$700,000 from corporations and foundations and \$1.3 million in government grants. However, with a projected budget increase of ten percent because of inflation and actual growth, the year ahead will still be difficult.

With needs and services becoming more complex and expanding, Aspira looked for ways this year to strengthen the agency, to make the most efficient use of our resources and to get our message out to every potential supporter.

- A one-year grant from the Department of Labor and the U.S. Office of Education for the training of trainers, counselors and fund raisers enabled Aspira to use its young, highly committed staff more productively, as well as to share skills and technology with other Puerto Rican agencies.

- The success of this program has encouraged Aspira to seek additional funding for a continuing in-service training and career ladder program within the agency as a means of encouraging more staff stability. Educated Puerto Ricans with training and experience are at a premium and at times Aspira has found itself serving as a training ground for corporations and other social agencies, particularly in cases where career advancement potential with Aspira has not been clearly defined.

• The Government of Puerto Rico has promised \$224,000 to Aspira for the coming year—a continuing \$50,000 each to Aspira of New York and Aspira of Puerto Rico; a special pledge of \$24,000 to support the new Marine Careers Program started this year by Aspira of Puerto Rico; and an additional pledge of \$100,000 to Aspira of America to offset the loss of Ford Foundation funding.

• International Business Machines, under its Executive Loan Program, provided Aspira with a financial analyst for eight months this year to help analyze fiscal procedures, to develop a budget monitoring and reporting system, and to review and update a personnel and administration manual. With his help Aspira of America negotiated a more favorable financial position with the Federal Government on program costs. At the Executive Director's request, the analyst also undertook a mid-year audit of all the affiliates, enabling them to improve their fiscal procedures.

For next year, Aspira of America is planning several new programs which are natural extensions of the leadership role Aspira has played in the national Puerto Rican community.

A national policies analysis unit to analyze legislative and educational policies and guidelines and administrative decisions pertaining to bilingual education and other educational issues pertinent to Puerto Ricans is being considered. This could be used to develop positions and educational strategies for all Hispanic groups in the country.

A national internship program to get young Puerto Rican adults into the policy-making areas of education and legislation is being planned. Twelve individuals would work for a year with a Senator, Congressman, legislative committees in Congress, the U.S. Office of Education, or the State Department of Education.

1973-74 Statistics

Statistical Summary of Services in all Affiliates

July 1, 1973-June 30, 1974

Affiliate	Intakes	Caseload	College Place- ment	No. of Clubs	No. of Club Members
Illinois	325	1,436	213	14	411
New Jersey	570	707	197	14	368
New York	3,340	6,475	719	36	1,019
Pennsylvania	361	1,210	145	14	750
Puerto Rico	1,541	1,280	171	12	418
Aspira Nationwide					
Total	6,137	11,108	1,445	90	2,966

Because of the impact Aspira has had on leadership development and educational counseling in the cities in which it is currently operating, many other Puerto Rican communities have asked that the program be started in their cities. Aspira of America finds itself in the position of balancing evident need against current resources and the potential for developing local support for the program. The possibility of expanding to Massachusetts, Connecticut, and Ohio is currently being explored.

This year we have an advantage we did not have earlier— a thirteen-year perspective with which we can now view Aspira's victories and defeats. Even the smallest victories are sweet and we know they are adding to the widening base of acceptance and progress on which Aspira and young Puerto Ricans will build the future. The defeats are only temporary—an idea that didn't work, a person who lost heart. We have a stockpile of ideas, waiting for the money and the opportunity to be implemented. Though the Puerto Rican community may be poor in other ways, we are—with the average age at 19, and more than half the community of school age—rich in young Puerto Ricans eager to take up the torch for themselves and their community.

Gilbert Ortiz, M.D.
Chairman of the Board

Luis Alvarez
National Executive Director

The Aspira Process



Why It Is Needed

Aspira was founded in 1961 by a small group of Puerto Rican professionals who saw the need to develop Puerto Rican community leadership. At the time, there were approximately 900,000 Puerto Ricans in the continental United States. Now there are 1.8 million, but the problems haven't changed. The majority of Puerto Ricans are poor, they haven't a great deal of education and they are young.

Half the Puerto Rican population is less than 20 years old, most of them of school age. They are the future, and Aspira believes it has the potential to change the future of the community through education and development of leadership in our youth.

The average Puerto Rican child does not speak English fluently; lives in the poorest neighborhoods, which, like his schools, are infested with drugs; is the child of immigrants; and is treated by his teachers with indifference or even an intolerance of his cultural and linguistic heritage. He is constantly subjected to a negative stereotype of his group until he begins to believe it himself. If he stays in school long enough to reach high school, he is unlikely to graduate because he has little self-confidence and low aspirations.

What Aspira Offers

Aspira offers Puerto Rican students a network of services designed to foster aspiration, self-confidence, the desire for and the ability to attain higher education, and a commitment to the Puerto Rican community.

In the Aspira program, the Puerto Rican student is not only given a chance to believe in the possibility of his success, he is given the training and support needed to work toward a realistic educational goal.

At the core of the Aspira process are the counseling and leadership development programs.

Educational Counseling

This year a total of 7,500 high school freshmen, sophomores, juniors and seniors took part in Aspira's in-depth counseling program at Aspira Centers in New York, New Jersey, Philadelphia, Illinois and Puerto Rico. The educational counselor's job is to develop educational and career goals for each high school student through a one-to-one personal relationship. The counselor, who is a product of the same environment, but has surmounted it and gone on to college and a professional career, is a sympathetic listener as well as an important role model.

In addition, the counseling program provides discussions, workshops, lectures, career guidance, guidance in choosing appropriate high school courses which would aim towards higher education and tutoring. The counselor serves as advocate for the students in high schools and in colleges. Every student is given scholarship and loan counseling so that no Aspirante who wants to go on to college drops out because he can't afford it.

One of the high points of the program in each city is an annual college interview meeting in which as many as 100 colleges and 1,000 students take part. Once in college, the student is helped to adjust, to secure academic services, and is given tutoring if necessary.

The basic objective of the counseling program is to encourage the student to develop career goals, to realize that education is the principal means of achieving these goals, and to help him get that education.

Leadership Development

The Aspira Club program is designed to encourage a sense of identity and to develop the leadership qualities of the Puerto Rican high school student. The clubs are usually based in high schools which have a large percentage of Puerto Rican students. There are also home clubs based in the Aspira Center for students who attend schools without Aspira clubs. Each affiliate is responsible for a specific number of clubs.

Club goals and activities are determined by the students. They deal primarily with educational and community issues of the day. By designing and carrying out their programs, students test and put into practice the new skills they are acquiring.

By taking the floor in elections and discussions, they learn to articulate their ideas, to overcome their shyness, and to use democratic processes to bring about change.

Each club elects representatives to a city-wide Aspira Club Federation and through this they learn the power of united action and organization. They design strategies, and carry them out. Active participation in the Clubs teaches students the techniques of democratic action, advocacy and the responsibility of an educated Puerto Rican leader.

Aspira provides guidance to each club through community organizers and their ideas. They are trainers, teachers and motivators and their job is to organize the clubs so that the members develop group and leadership abilities.

Student representatives sit on the Board of Directors of each affiliate, providing students with a voice at every level of the agency.

The Aspira leadership development program has had an impact on the Puerto Rican community. Former Aspirantes are the leaders of a growing number of Puerto Rican college student groups which work to make colleges more responsive to the needs of the Puerto Rican student. They are returning from college to take positions of responsibility at all levels of government, in education and social work as well as other professions. And they are returning to Aspira to help another generation of Puerto Rican students attain its rightful place in American society.



There are advantages to being a national organization, especially when dealing with common problems as huge as those facing Puerto Ricans. As the only national Puerto Rican educational organization, Aspira of America has an overview wide enough to see the extent of the problem and can serve as a spokesman and coordinator of efforts for the Puerto Rican community. Government agencies, foundations, corporations, unions, and others who are willing to support the attack on basic community problems, increasingly are giving credence to Aspira of America's role as spokesman.

From the beginning, Aspira has made self-help one of its primary tenets. But self-help in sophisticated and vital areas such as fund-raising, public relations and management require more than determination and good will in order to put limited resources to the most efficient use. They need training. Without it many Puerto Rican agencies have either been dependent on outside help or have not achieved their potential.

Training of Trainers

One of Aspira of America's special projects this year has been a very successful bilingual Training of Trainers program, directed toward this need. Supported by grants from the Department of Health, Education and Welfare, and by the Department of Manpower Development, the program offered training in fund raising and public relations techniques, counseling techniques and training techniques.

Working in cooperation with the Community Council of Greater New York, which provided the fund raising and public relations training, Aspira trained staff members from 40 different Puerto Rican community agencies in addition to Aspira staff. Included were members of the Puerto Rican Forum, the Puerto Rican Legal Defense Fund, Escuela Headstart, Mobilization for Youth, East Harlem Community Corp., Williamsburg Community Corp. and others.

A total of 162 people were trained, most of them counselors, community organizers and supervisory personnel. To recruit for the program, 300 agencies were approached.

Using sophisticated techniques such as video tape to foster counselors' self awareness and knowledge of the effect of proper counseling techniques, excellent bilingual written material, and a highly structured program, the training program drew an enthusiastic response. Attendance was almost perfect, evaluation by participants was positive and many asked that the training be brought to their own agencies, especially in management supervisory techniques.

Directors and chairmen of the boards of every agency that took part were willing to write letters of recommendation for Aspira in an attempt to extend the one-year grant.

In addition to being well-organized and full of content, the program was unique because it was bilingual and, perhaps because it was run by this Puerto Rican agency, both trainers and trainees understood that the stakes were the highest. The alternative was either to learn how to do things well for ourselves or lose everything—progress already made and hopes of future gains, especially in difficult economic times.

Students who took part in the summer program started the school year highly motivated, many of them interested in pursuing a medical career.

Although the primary focus for the Health Careers Program has been on the college age group, in Newark, Philadelphia and San Juan, where there are fewer Aspirantes in college, the health careers counselors have been working mainly with high school students, encouraging them to prepare for medical and other health training in college. A good grounding in mathematics, the basic life sciences, and communication skills are the minimum preparation for a college education in the health field. Many Puerto Rican students are the weakest in these areas and are sometimes steered away from such college preparatory courses, ending up with a general or vocational diploma which is inadequate for college entrance.

One of the most extensive health careers programs this year, run by a Puerto Rican medical student who worked part time and almost single-handedly because of a lack of funds, was conducted by Aspira of New Jersey. As a candidate for the MD degree, he has a special interest in the quality and availability of health care delivery. As a Puerto Rican, he was well aware that Puerto Ricans are poorly represented in the health professions and receive poor and inadequate health care from existing health establishments.

Viewing the health internship program as a challenge, he set up a series of Saturday field trips and other activities. They included trips to Martland Hospital Diagnostic Laboratories, the New Jersey Medical School, the Great Swamp National Wild Life Refuge and the Museum of Natural History. In each instance, the 20 student interns received a behind-the-scenes tour and saw the kind of work they would do if they choose that field. The students responded with equal enthusiasm, rarely missing a meeting.

The culminating activity of the internship program was a health careers conference, attended by 75 students and held in an impressive setting—the New Jersey School of Medicine. The students did six weeks of scientific research to prepare for their part in the workshops. Physicians and other professionals took part in the presentations, supporting the work the students had done.

The success of the internship program was evident at the final awards ceremony when the students were presented with certificates. All the interns proudly brought their parents and other relatives to it.

In Puerto Rico, the health careers coordinator counseled students who wanted to enter medical school in the continental United States and helped prepare applications. The situation is very difficult for poor students who want to go to medical schools in Puerto Rico. The requirements in natural sciences at the University of Puerto Rico are very high and the courses are hard. No tutoring or remedial work is provided for disadvantaged students. The School of Medicine is considered for the privileged group. It is therefore necessary to direct disadvantaged but motivated students to universities on the continent which do provide special curriculums for these students.

Another important national program—the Health Careers Program—was forced to mark time this year when the grant, which had supported it, terminated. With the doubling up of counselors' time, the program did continue on a smaller scale while Aspira continued to pursue funding sources. Efforts resulted in a grant from the National Institute of Health which will make possible a greatly expanded Health Careers Program in the 1974-75 school year. The Merck Foundation, the Klingenstein Foundation and the Illinois Medical Society have each supported the local Health Careers Program in New Jersey, New York and Illinois, respectively.

According to many studies, the distribution of health care in the nation is notoriously uneven. Among the areas most poorly served are the urban ghettos where many Puerto Ricans live. Few white middle class doctors choose to work there. It is Aspira's hope that Aspirantes, imbued with a sense of community responsibility, once trained in medical careers, will return to meet the community's urgent needs.

Of course, training more Puerto Rican doctors, dentists, and other health professionals works towards Aspira's other goals. The more educated, professional leadership the Puerto Rican community can produce, the greater the chance the community as a whole has to progress. The group image this educated leadership provides, both for Puerto Rican youngsters and for the country as a whole, is of great psychological and sociological importance.

The Aspira Health Careers Program started in 1970 with a small grant in New York. It was launched nationally the following spring. Within three years there was a nine-fold increase in the number of Puerto Ricans entering medical school and other post graduate studies related to community health care needs. Before the program started, there were just 60 Puerto Rican physicians in the continental United States and a handful of Puerto Ricans in medical school. The fact that jobs were open in many other health careers was little known among Puerto Rican students who often didn't know there were such careers.

This year, despite the lack of funds, 25 Puerto Rican students were placed in 13 different medical schools by Aspira of New York; Aspira of Pennsylvania placed two students in pre-med programs and others in a nursing program. Four students from Chicago entered nursing school, one was placed in dental school, another in a pre-med program and others started programs of study as occupational therapists and X-ray technicians.

Aspira of Illinois' excellent summer program focused on health careers during the summer of 1973. Held at the University of Illinois' Circle Campus in cooperation with the Chicago Committee for Urban Opportunity, the program's goal was to expose the students to the many educational opportunities in the health field and to make them realize the importance of an early decision concerning their future education. It also aimed at providing a curriculum to develop an understanding of community health and individual health problems.

This included units on nutrition, communicable disease such as VD and TB, heart disease, respiratory disease, cancer, sex education, family planning and drug abuse. Adding to the interest of the program was the participation of the Chicago Board of Health, health agencies, universities and hospitals.



Recent statistics show that children in Chicago's inner city schools are falling farther and farther behind national norms in basic learning areas, particularly in reading. In the fifth year of operations, Aspira of Illinois has provided leadership in an attempt to deal with these facts—counseling and guiding Puerto Rican high school students and others, setting a pattern for counseling and outreach that colleges and universities are now using, working toward a unified front on educational problems among all Hispanic groups in the city, and continuing Aspira's bilingual alternative school for high school drop-outs.

Despite a budget cut of nearly one-third, Aspira succeeded in placing 213 Aspirantes into college, and ten more were placed in law schools with full tuition scholarships. Ten of the students accepted for college were graduates of Aspira's alternative school for drop-outs. Once again a culturally and educationally rich summer program was held. A federal grant for a tutorial program in reading, in conjunction with the Mexican American Council on Education, was approved for the coming year and Aspira looks forward to putting this to work.

Leadership Development

In Chicago this year, the leadership development program was carried out in 14 clubs—12 of them in high schools, one in a junior high school and one a center club in the South Side of the city, with a total membership of 411 students. Relations with the principals of those schools continue to grow more cordial, where once they were cool, and in some cases hostile.

A number of clubs have made social action their focus, in addition to Aspira's specific leadership training program. The Tuley High School Club, for one, is organizing a library of Latin American and Puerto Rican materials with the Chicago Public Library. This club is also developing a small scholarship program.

In other clubs, where the school demographics encourage other Latin American members, Latino unity is emphasized through plays and cultural activities. The Tilden High School Club organized a Latin art exhibit. The Bowen High School Club organized, through its cultural committee, a Puerto Rican History Day, with community people serving as resources.

The Bowen Club is also involved in a drug prevention program working with local prevention centers. Two other clubs, through their social action and issues committee, have had bi-weekly community forums about local problems and they are working with local gang members, trying to get them back to school.

The Aspira Clubs Federation's major activity this year was a trip to the Puerto Rican History Conference in New York, which was attended by 18 Aspirantes from Chicago. Under ACF's leadership, all Aspira Clubs marched in the Puerto Rican Day Parade in June.

As part of the attempt to expand their members' cultural experiences and confidence in using the city's resources, all of the clubs organized trips to the city's museums, sports activities and local universities. In addition, most of the clubs are involved in local charity drives, talent shows and other social activities.

Even with such a limited program possible this year, it was evident that a great interest in medical careers exists, in addition to the need for Puerto Ricans in such fields. Exposure to the possibilities, counseling and supportive services can open up an exciting future for Aspirantes and for the Puerto Rican community which will benefit in many ways.

National Advocacy

Aspira of America played an important role this year as national representative and spokesman on educational affairs for the Puerto Rican community. A major contribution was in the New York City Bilingual Education case, which is described in the Aspira of New York chapter of this report.

The U.S. Senate Committee on Labor and Public Welfare invited Aspira of America's National Executive Director, Luis Alvarez, to testify before its Education Subcommittee on changes to the Bilingual Education Act as part of the comprehensive elementary and secondary education bill in November. Mr. Alvarez successfully urged retention of the emphasis on the development of qualified bilingual teachers and para-professionals and a more equitable distribution of bilingual education funds.

Serving as a member of a Blue Ribbon panel for the U.S. Office of Education, Mr. Alvarez helped develop a design to evaluate programs funded under the Emergency School Aid Act, bringing a Puerto Rican point of view to the investigation of effectiveness, bias, and equitable implementation.

Invited to serve on another panel for the U.S. Office of Education, he played a role in setting up a longitudinal study of the 1972 high school graduating classes, which will study the effects of their schooling on the future of these students.

National Fund Raising

It became evident during this past year that Aspira of America had to establish a strong fund-raising department to coordinate and direct a fund-raising campaign both nationally and for the local affiliates. During the coming year, the national office will employ and train a development officer for each Aspira affiliate.

Two major reasons led to these decisions. One is the precarious state of the economy. The other was based on a consensus of opinion by Aspira's national board of directors that the agency has become overly dependent on government grants and too subject, therefore, to social and political policies. Of the \$2.5 million budget for 1974-75, \$1.7 million is government money. An intensive effort will be made in the coming year to broaden the agency's corporate and foundation support.

Although the school system had previously given up on these Aspira students, they received counseling and other supportive services through the Bilingual School. They also receive stipends from CCUO, and as one of their requirements, worked 10 hours a week, in addition to their classroom studies.

Because of a CCUO freeze on funds, only 25 students were able to be enrolled this year. Of this group 10 were accepted in college. A long waiting list attested to the interest and need for the program. Since the majority of the potential students are married and have children, although their average age is 18, it was not possible for them to take part in a daytime program without a stipend.

Summer Program

One hundred fifty students signed up for Aspira's highly regarded summer program, held in the summer of 1973, as in previous years, at the University of Illinois-Chicago Circle campus. Funded by the Model Cities Program, it included a strong health component, in addition to lectures on art, history, language and Latin American affairs. Official and voluntary health agencies in the city participated in the educational programs, providing lectures, tours and an opportunity for a work-study program. Among the topics covered were nutrition, communicable disease, heart disease, respiratory disease, cancer, sex education, family planning and drug abuse.

For the summer of 1974, a similar 26-hour-a-week program was planned, focusing primarily on the development and maintenance of basic college skills, particularly in the language arts. The majority of the 100 students signed up were college-bound Aspirantes.

Future Plans

One of the crises in education is the fact that children are pushed through school without ever learning how to read, particularly in crowded inner city schools and among children for whom English is a second language. Aspira is well aware that aid in attaining higher education can't be used by a youngster who has reached high school without learning how to read.

The school system's failure to deal with this problem has been a source of growing anguish and anger among Puerto Rican youngsters and their parents.

Aspira of Illinois, assisted by the Mexican American Council on Education, submitted a proposal this past spring to the federal government for Emergency School Aid Act funding. Proposed was a tutorial program in reading, using college education majors as tutors. Four elementary schools were targeted—two in Puerto Rican neighborhoods and two in Mexican American neighborhoods. Originally budgeted for \$174,000, the proposal was reduced by the Office of Education to \$95,000 and approved, scheduled to start July 1, 1974.

Counseling

The budget reduction was reflected in a cut in the counseling staff, and consequently a drop in the number of intake cases. During the previous year, Aspira was able to have counselors in the schools regularly. This past year it was possible only to hold six workshops in the high schools, three of them specifically in financial aid for prospective college students. Financial aid for schooling is a crucial factor for Puerto Rican students. Three-fifths of the Aspirantes in Chicago this year came from families making less than \$4,000 a year, many of them on welfare or pensions, and in some Puerto Rican areas of Chicago, the unemployment rate is 50%.

Several staff members who do counseling also are half-time club organizers this year in order to spread out the resources. Nonetheless, the counseling program is seen as a place to get help by Puerto Rican and non-Puerto Rican students. The latter are applying for help in increasing numbers. This past year 20% were Mexican Americans, 5% Cubans and 5% others.

Attesting to the success of Aspira's approach is the fact that Aspira's core program, except for the clubs, is now being followed by other community organizations.

An Aspira study four years ago, when Aspira first started in Chicago, identified only 29 Puerto Ricans from Chicago attending college in the metropolitan area. This year, despite the reduced counseling staff, 213 more were placed in college and provided with financial aid. Ten were placed in law schools with full tuition. Considerable information and numerous contacts have been developed about a variety of graduate programs to help the hundreds of Aspirantes, who are now completing college, to pursue more advanced programs.

Aspira Bilingual School

The idea of someone making good when given a second chance is the basis for a good many stories with a happy ending. Aspira's Bilingual Alternative School has been giving a second chance to a good many Puerto Rican high school drop-outs since it started in 1971 and the opportunity has meant the happy beginning of a new life for almost all of them.

Originally limited to basic math and oral English skills and to preparation for the high school equivalency examination, the program was expanded after the first year. The participation of the Chicago City Colleges was added to that of the Chicago Committee of Urban Opportunities (CCUO) program. A full course of instruction was offered in Spanish and English as first or second languages, general math, general science, history, and Latin American studies as well as a work component in the fields of health and business.

In addition to the teachers and caseworker on staff, the program has also been supported by the dedication and patience of students and teachers from the Chicago Circle Campus' education courses. They have been complementing Aspira's program with tutorial services. The school has also received tutorial services and two work-study students from Central YMCA Community College.



A stormy financial year nearly washed out some of Aspira of Pennsylvania's most eagerly anticipated programs, but when funds arrived after months of delay, the generous cooperation of community, schools, universities and local radio stations helped recruit an overflow of participants and a complement of new staff members. The agency's characteristic optimism and its ability to regain momentum once the worst was over made this, in the end, one of its more successful years.

Aspira of Pennsylvania was instrumental in placing 145 Aspirantes into college for the fall semester, and in securing more than \$290,000 in financial aid for them. In the past two years, Aspira has nearly doubled the number of Puerto Rican students from Pennsylvania in college. Although the number is still not large, it started nearly from ground zero. Before Aspira began operating in Pennsylvania five years ago, there were less than 20 local Puerto Rican students pursuing higher education.

Aspirantes were not just on the receiving end of community cooperation this year. They participated in several community projects with great enthusiasm and with immensely satisfying results.

Talent Search students and staff participated in the Puerto Rican Day Parade in September, which is sponsored by the Council of Spanish-Speaking Organizations. Staff saw the parade as another opportunity to publicize the efforts of the Talent Search Project in Philadelphia, as well as an opportunity for a major student activity. After a good deal of discussion and research, students and staff designed and constructed a parade float in honor of the Centennial of the Abolition of Slavery in Puerto Rico (1873-1973). The float won a trophy for third place.

More than 100 Aspirantes took part in the annual Philadelphia Folk Fair, sponsored by the Nationalities Service Center, enjoying the great variety of folk costumes, dances, food, songs and arts and crafts exhibited by the 50 participating nationality groups. For the first time Puerto Ricans took an active role in the festivities. Booths exhibited musical groups, Puerto Rican foods and art work. Students and adults took great pride in their exhibits. Aspirantes and staff featured the Puerto Rican workshop in a booth of Puerto Rican books, arts and crafts. The Taller Puertorriqueño is a pilot project which encourages young artisans to specialize in traditional Puerto Rican art forms. This year the Taller displayed artifacts handmade from coconuts, clay, shells, seeds and other materials.

Junior High School Retention

Junior high school is the crucial stage for Puerto Rican youngsters in Philadelphia. In eighth and ninth grades many lose the hope and confidence they need to survive through high school and on to higher education. The present Puerto Rican drop-out rate in those grades is 60%. To stem this tide, a junior high school retention program has established Aspira Clubs in three schools. An excellent rapport, which has developed between the Aspira counselors, teachers, principals and club members in those schools, has contributed to progress there.

The junior high school students were included in many of the high school level activities, including the annual college conference held at Temple University.

Months of planning, with wide community participation, preceded the submission of the proposal. Two parent representatives of each of the four targeted schools were involved in developing the plan. Built into the proposal is an advisory group which will continue to ensure community involvement, including school principals, PTA representatives, and Teachers Union representatives.

The project opens new and important avenues for Aspira's effectiveness in the community, strengthening the bonds of Latino unity, enhancing Aspira's credibility with the school system, and drawing in leaders among concerned Puerto Rican parents.

Although 1974-75 is again expected to be a difficult financial year, Aspira of Illinois is looking forward to making important inroads on the problems facing the Puerto Rican community in Chicago.

creating a committee consisting of counseling personnel from three of the five to coordinate activity and for mutual help.

The counselors also began a program of visiting area high schools and equivalency institutions to develop a relationship with school guidance personnel and to disseminate information about the project.

Temple University facilities were used for the annual College Conference. Thirty-four colleges and vocational schools in and out of Pennsylvania were invited to send a representative. Twenty accepted the invitation as did 15 student organizations from various campuses. More than 170 Aspirantes attended.

College representatives explained minority admissions programs, availability of financial aid, entrance requirements, curriculum and supportive services. The student representatives described campus life, social functions, ethnic-cultural interest groups, peer counseling services and the input of their organizations in the administration of the college.

Talent Search also attended a conference with a recruitment representative from the University of Minnesota who discussed medical careers and the opportunities available at the University's prestigious medical school.

Forty students enjoyed the three-day conference sponsored by Millersville College. Administration and financial aid officials discussed opportunities at the college and provided a full tour of the campus and the use of its many recreational facilities. Millersville also provided students and staff with full accommodations at a nearby motel for the entire stay.

One of the major accomplishments this year was the admission of 25 Puerto Rican applicants to Chestnut Hill College. In conjunction with a State Educational Supportive Service program at Chestnut Hill, Aspira provided information and guidance in the recruitment, evaluation and selection of 40 Puerto Rican candidates. The 25 young women who were chosen were scheduled to have an extensive summer study program in order to improve their academic training and they were also provided with a Puerto Rican counselor. Aspira referred the remaining applicants to Community College of Philadelphia.

A parent organizer was hired early in the year as the third member of the educational counseling team. Some parents were not aware of the real possibilities of higher education for their children and the kinds of careers this education could lead to. Other parents were not aware of the kind of time and quiet needed to do the studying which would qualify their children for this kind of education. Personal visits, letters and telephone calls helped get this information across. A well-attended Parents Night included an extended discussion about Talent Search as well as a slide show of major project activities.

Right to Read

Aspira's Right to Read program has two goals—to fight functional illiteracy within the Puerto Rican student population, and to help overcome the language barrier encountered by newly-arrived non English-speaking Puerto Ricans. The Right to Read program's two-year history has been characterized by high hopes, rewarding hard work and chronic funding delays.

Although the recruitment program was at first severely impaired by the four-month delay in the arrival of funds, the staff was able to develop a highly successful program.

In an effort to expand their knowledge of the world around them and the potential available through education, they were taken on a number of major trips—to New York to experience that city's urban variety, to Washington, D.C. where they were impressed by the monumental buildings and the White House and were anxious to see government in action; to the Pennsylvania Dutch country; to Hershey, Pa., which included a look into a chocolate factory; to the natural wonders of Crystal Cave, as well as to the Daniel Boone homestead.

Other cultural activities which were new to them were a night at the opera and another at the theater where they saw the play *"Short Eyes"* by the Puerto Rican playwright Miguel Pineiro.

Leadership Development

Aspira Clubs were active in eleven high schools in Northern Philadelphia, in addition to the clubs in the junior high schools, with a total of 700 members. Although the year got off to a slow start, by the middle of the year student involvement was at a new high.

A group of Puerto Rican students, all from different high schools, had worked for Aspira during the summer under the Neighborhood Youth Corps program and had gone back to school with strong enough positive feelings about Aspira and the Right to Read program to start recruiting their friends. By mid-year a great feeling of solidarity among the clubs developed.

This year Aspira's annual Achievement Dance combined two other Aspira traditions—the Areyto, or initiation ceremony, and the awards presentation. The gala event was attended by 350 Aspirantes as well as their parents, Board members, community leaders, reporters and others. During the Areyto, the students, speaking in Spanish, pledged to stay in school, go on to higher education and return to help others in the community.

A Leadership Development Conference was held at Robbins Farm during the second week in January. Thirty high school students attended and took part in workshops on the following topics:

The role of education in personal growth; the role of the leader in an impoverished community; decision making; problem solving; the make-up of a leader; psycho-drama on student-counselor relationships, college admissions procedures; and vocational schools and careers.

The conference was designed to motivate potential drop-outs and to keep them on the road to continuing education. After all those weighty discussions, the Aspirantes plunged into the recreational activities available at the farm, including winter sports which many had never tried such as skiing, tobogganing and snowmobile riding.

Educational Counseling- Talent Search Project

Aspira's very able Talent Search Identification Counselor and Talent Search Development Counselor conducted the high school outreach, counseling, college recruitment, college admissions and financial aid liaison program this year. The result was that 145 students were placed in college and another ten entered graduate school, including seven at Temple University Law School.

Temple University has a highly sophisticated structure for identifying and processing disadvantaged students for admission into the university. Within the university there are five projects recruiting undergraduate minority students. Talent Search staff succeeded in

Aspira of Puerto Rico, the representative of the most poverty-stricken students on the island, which was viewed with suspicion by the academic establishment when it began operating four years ago, has now earned an unprecedented level of cooperation and respect from this same group. Although there are still many battles to be fought before poor students receive an adequate education in Puerto Rico and are generally encouraged to aspire to higher education, the Puerto Rican community is beginning to see Aspira as a mature organization with experience working with youth.

The result is that there has been a significant increase in the demand for Aspira's services, both in and outside of the San Juan metropolitan area. Responding to this demand, Aspira inaugurated a new office in the town of Coamo, southeast of San Juan, in May, and plans to institute its program there.

There is an obvious great need for the kinds of services Aspira—offers—educational counseling, tutoring, college placement, and advocacy for students with potential who have not had the opportunity to develop that potential. The greatest demand this year was for educational counseling and vocational orientation, which was sought by 1,280 students, 273 more than the previous year.

There were 160 members of the Future University Aspirantes this year, more than triple the number who formed the "group of 50" in 1971. The F.U.A. is made up of high school seniors who prepare themselves for entrance into college, and serve as student advocates for liberalizing the attitudes of the Department of Education and the public University of Puerto Rico towards opportunities for higher education for students from the poverty areas.

Responding to new needs which are becoming increasingly apparent in Puerto Rico, especially in areas related to youth, Aspira has offered leadership in setting up several new programs, including those for young people who do not necessarily seek college careers.

New this year are a marine careers program, a theater workshop, a photography workshop, and a film series. A special tutorial program for Vietnam Veterans continues for the second year. Aspira has also written a proposal to establish a center to design new school curriculums and produce new kinds of instructional materials. The traditional curriculum and materials fail to reach and to teach too many of the youngsters from the lower economic groups. The drop-out rate among these students is still a disheartening 70%.

Leadership Development

The leadership development program has been functioning on two fronts this year. Clubs continue to be organized within the community—in housing projects and community centers. Aspira has also begun to organize clubs directly in the high schools now that relations with the school system have become more cordial. The objective in the schools is to create a student organization that will be the voice of the students from poor homes within the public education system. A total of 12 clubs were active this year, with membership which rose to 418 students. This number does not include the Future University Aspirantes, nor members of the medical careers group or the theater workshop.

Students were recruited by Aspira counselors and Right to Read tutors. Teachers and counselors in junior and senior high schools with large Puerto Rican populations were asked to recommend students and to persuade them to apply. Every major Latino community organization was contacted. Radio and TV announcements during an entire month helped publicize the program.

Aspira was called repeatedly about the program and almost all the students had heard of it but few came until introduced by a friend who was already in the program—an illustration of the importance of peer recruitment in reaching the target group.

Emphasis was placed on the tutor-tutee relationship and the creation of an informal non-school-like atmosphere. The tutors were young adults themselves, in most cases only two to three years older than the tutees.

With the amount of money available, the program could not recruit professional teachers. As an alternative, intelligent, dedicated young people were trained. All of the tutors, who came from similar backgrounds and grew up in the same neighborhoods as the tutees, were either college students or recent graduates. They have acquired considerable skill in working with their groups. All have shown a remarkable degree of flexibility and sensitivity to the needs of the students and have given up their extra time on weekends and evenings for activities and trips with the tutees.

Because of the long delay in funding the program, all the tutors who had been painstakingly trained during the summer had to leave to find other jobs. When the funds arrived Aspira recruited the current tutors by announcing the need for Spanish-speaking personnel through the universities and the community. More staff and three top reading specialists were hired. A top organization development consultant conducted workshops which enabled the staff to cope with the extreme pressures of time.

The first students varied widely in language skills. Diagnostic tests determined reading level, comprehension and ability.

The students themselves have indicated that their ability to read has improved. They respond positively to the participatory nature of the problem. The small size of each group, their voluntary attendance and the individual attention each student received proved important factors in accelerating the program and reducing feelings of inadequacy.

The program now serves 50 students and has outgrown its physical space. Larger accommodations are being sought. When there is attrition because of personal or family problems, replacements are chosen from a waiting list. Each student is provided with a small stipend which most use for transportation to and from Aspira. Daily snacks are also provided since students come directly from school. Right to Read students took part in other Aspira group activities, including attending the performance of *Short Eyes*. Some had never seen a play and their excitement and pride was heightened by the fact that it was a successful play written by a Puerto Rican playwright.

Gaining entrance to college is the most important goal for the group and the number of students who were accepted into college for the fall of 1974 rose significantly this year to 273, compared to 153 last year.

In the high school drop-out counseling program, 53 took—and passed—the high school equivalency exam. Another 13 students returned to high school, and seven who had dropped out of the university returned to continue their studies.

In the special technical studies program, 28 students were placed in post-secondary schools. Another 307 students were prepared for the college entrance exams, and 171 were given information about studies outside of Puerto Rico.

Plans were made to start recruiting new students for next year in July and efforts will be made to start a college retention program.

Tutoring Program

One of the fundamental problems confronting public education in Puerto Rico is the school drop-out rate. Presently only 30% of the students who enter first grade graduate high school. Of those, only 14% manage to enter college, and only about 10% of these graduate with a bachelor's degree. Aspira has observed a direct and proportionate relationship between the drop-out rate and the socio-economic class the student comes from. The majority come from the poorest areas.

Aspira's tutoring program is one of the most sought after, but unfortunately, because of limited resources, it can only serve a small number of students. At the present time the tutoring program offers individual and small group instruction four evenings a week in subjects the students have demonstrated they need the most—mathematics, English, Spanish and science. The program is offered in three-month cycles mainly to students who intend to take the junior high school and high school equivalency exams; to students who are still in school, but not doing satisfactory work in those subjects; and to students who need help in order to pass the college entrance exams. A total of 180 students received the full tutoring cycle and another 13 received help in particular problems.

Despite the limitations of the program, it has obtained very positive results and the demand for those services has been greater each day.

Special Veterans Program

One of Aspira's newest programs, this was designed for veterans of the Vietnam War, to prepare them for entrance into college, to give them emotional counseling, and to inform them of the Veterans Administration benefits that were available to them.

The majority of the veterans were between 22 and 26, unemployed and without any skills. Aspira contracted with the University of Puerto Rico to provide them with tutoring in English, Spanish, mathematics and science. Aspira itself designed a course in current events which offered them the opportunity to study problems that affected them as Puerto Ricans. Aspira also offered a human relations workshop one day a week to the group as well as a program to complement the academic activities such as how to use the facilities of the library at the University of Puerto Rico, visits to museums, to other universities, and conferences on ecology and natural resources, films and social activities.

The two kinds of clubs have slightly different emphases. In the community clubs, the members continue to meet once a week and organize an educational or recreational activity. Each chapter has an elected leadership with a president as spokesman and a delegate to the Aspira Clubs Federation.

In the school clubs, the students meet weekly to discuss educational problems and school situations and to publish a student newspaper. These are written, produced and distributed within their respective schools and have a total circulation of about 600 per issue. These school groups also meet once a month in an assembly with delegates from all the school clubs.

The ACF coordinates the accomplishments of all the clubs and names delegates to the Board of Aspira of Puerto Rico which then chooses one of the student representatives to serve on the Board of Aspira of America. The ACF presidency is taken seriously. The president is both a spokesman for the members and a representative to the community. This year the ACF president was chosen by the Chamber of Commerce of Puerto Rico for the title of the most outstanding youth of the Puerto Rican community.

This year, in addition to the organized activities of the chapters, Aspira presented "Cine Aspira," a monthly film program. It provided the students with the opportunity to see good films and to discuss them with staff members. The films, including *Don Quixote*, *Mondo Cane*, and *El Lazarillo de Tormes*, are based on books that are discussed regularly in their classes, and provide another avenue to understanding the academic material better.

Three leadership development weekend seminars were held this year, dedicated to developing skills in critical thinking and to analyzing the problems of education and poverty in Puerto Rico. Each weekend seminar was limited to 30 students from the clubs and the FUA, since that seemed to be the optimum working number.

Taking the initiative, clubs in the high schools have been active in discussing strict student regulations and have participated in obtaining student counseling in the schools. In order to analyze school regulation of students, the Aspirantes were briefed by the Legal Services of Puerto Rico. They informed the students of their civil rights and made available copies of a court decision which declared certain of those regulations unconstitutional.

At the end of the year, plans were made to hold a two-week leadership development summer camp program in July for 30 high school students to plan next year's program for the high schools.

Educational Counseling

Educational counseling operates in three areas—individual counseling of high school students, and high school drop-outs and group counseling of students who want to go on to college—the FUA.

The FUA, which organizes itself each year into its own work committees, including university liaison, press relations and public relations, is the most stimulating group, where one can most easily recognize the progress of the students individually and as a group.

In addition to helping its members enter various universities, the FUA organizes work-study programs, conferences, discussion workshops, excursions and other activities.



Although the relationship between the Puerto Rican community and the city administration in Newark has been difficult, with Puerto Ricans complaining of a lack of sensitivity to their needs, as an agency Aspira of New Jersey has had an increasingly fruitful relationship with the city this past year. Dealings with the Board of Education have been more cordial than in any year since Aspira started.

Just a few years ago Aspira counselors were not allowed into the high schools, but now they are welcome to counsel Puerto Rican students in the guidance offices of four Newark high schools. At the end of the year, principals at each school gave Aspira counselors highly positive evaluations and asked that the service be continued. The in-school counseling program has become an integral part of the program in Paterson and Passaic as well.

The change in attitude may be attributed to several factors—the diligence and accountability, the skills and professionalism, the counselors have demonstrated in the schools; the obvious results of their efforts, and the bleak statistics on Puerto Rican drop-outs and the fact that Newark school authorities have few other answers for turning these figures around.

In 1972-73, the latest year for which Board of Education figures are available, there were 15,000 Puerto Rican students in the Newark schools. Less than one percent of the total—145—graduated from high school and only 68 went on to college.

The educational picture in general is grim in Newark. The ten senior high schools and five junior high schools have a city-wide absenteeism rate of nearly 20%, a transiency rate of about 29% and failure rates of at least 15%, according to a report by a special education study group formed by Mayor Kenneth Gibson. Although many had dropped out of school before the 12th grade, 13.5% of those in the senior class in 1972-73 failed to graduate. Clearly, the report adds, the Newark secondary program is failing to meet the needs of a sizable portion of high school population. In this context, Aspira's efforts are even more meaningful.

This year 197 Aspirantes from New Jersey were placed in college, 100 of them from Newark alone. Forty more were accepted but decided to wait for a variety of reasons. The economy was a major factor. The families of two-thirds of the Aspirantes this year were below the poverty line, and only a handful made more than \$7,000 for the year.

Leadership Development

Many creative activities took place in the majority of clubs this year which required sophisticated skills and organization on the part of club members. The quality of the program attracted many new members whose sense of purposefulness gave the clubs new direction.

A total of 160 veterans were interviewed for the program. Of these, 124 completed the three-month course and 84 took the college entrance exam.

Theater Workshop

One of the programs organized this year on student initiative was the theater workshop. A group of 11 students from the Obrero neighborhood is writing the scripts, directing, making technical arrangements, and acting in their Everyman's Theater.

Their objective is to have a "young, serious, dedicated group to form a larger organization which will serve as a spokesman for the Puerto Rican people, and especially for the poor."

The group meets three times a week and is working on two productions—"A History of Two Languages With a Moral," and "The Man Who Said No." They have already presented it in their own neighborhood and plan to perform the plays throughout the metropolitan area.

Photography Workshop

A five month course in photography, offered in a laboratory prepared by Aspira for the workshop, helped 14 young people develop skills in the art and techniques of photography. The program covered such subjects as how to use a camera, photo composition and dark room techniques.

Marine Careers Program

With the Marine Careers program, Aspira hopes to make a small contribution in helping the island use one of its most precious resources—the sea. At the same time we hope to create more skilled, specialized technical employees to help develop the island's food production.

Even though Puerto Rico is surrounded by relatively tranquil waters, more than half the seafood consumed on the island is imported. The aquatic resources are hardly used except in a very limited way by the tourism industry.

Taking this into consideration, Aspira submitted to the Youth Action Administration a proposal to teach eight students how to handle and repair small boats. The students received instruction in repairing boat motors, electromechanics, piloting motor launches and sail boats, navigation and fishing. The two-year five-day-a-week course is free and is designed to prepare a student to take the exams for licensing as captains of boats up to 50 tons. To enable even the poorest students to take part, Aspira gives them a daily \$2 stipend for lunch and transportation.

The agency received 109 applications and requests for information about this program.

Because Aspira's aim is not only to develop their seamanship, but to develop skilled youngsters in an area in which they can make a vital contribution to their country as well as to make a living, the group meets twice a month with leadership development staff for a human relations workshop and for academic back-up.

As Aspira of Puerto Rico begins to put down its roots, its hope is that the fruit of its work will help create a society which is just and takes pride in itself.

New areas of involvement, most predominantly in education and community-oriented activities as well as service-oriented activities, drew constant and wide participation. It was a rare activity this year that drew less than a hundred students.

Among the outstanding educational activities were the Bilingual Education Bill Conference, which was organized by the State-Wide Council of Aspira Clubs, the Health Careers Conference and the Collective Bargaining Conference.

As a result of their participation in the events, many members continued their involvement in the areas discussed, writing to their Congressmen after the Bilingual Education Conference, serving as speakers at a panel discussion on Bilingual Education directed to school teachers, and writing and circulating a petition for a New Jersey Bilingual Education Bill.

Other club members interviewed Newark's Mayor Gibson and made a documentary film on Newark housing.

Students in Newark's Central High School successfully petitioned for a Spanish-speaking counselor for their school. Other Essex County Clubs held a dinner to raise money for scholarships, donated Puerto Rican books to the school library, and attended a sex education workshop, among many activities.

Among the Passaic County Club's activities were the holding of an Aspira Latin Day in school and fund raising for an adopted child. Hudson County Clubs sponsored a one-day mini-convention, a school assembly on Puerto Rican culture, and a Latin Festival in school, as well as a series of activities for Headstart children such as a trip to the circus and to the Museum of Natural History. All of the clubs participated in trips to colleges, museums, took part in a poetry workshop and a career conference as well as in social activities.

There are a total of 14 Aspira Clubs in New Jersey, eight of them in Essex County, four in Passaic County and two in Hudson County. Although there is no Aspira Center in Hudson County, two active clubs there are run by a dedicated school teacher who helped place 50 Aspirantes in college this year.

Because of the great distance between communities, Aspira of New Jersey last year replaced the Aspira Clubs Federation structure with a State Wide Council and County Councils. They have proven quite successful and have contributed in many ways to the upgrading of the clubs.

The State Wide Council met monthly and was responsible for the organization of the Bilingual Education Bill Conference, the Initiation Program and the Annual Convention. All of the programs were extensive and required a great deal of planning.

The County Councils met once a month and organized county-wide activities in Hudson and Essex Counties. This structure gives club members the opportunity to exchange ideas among themselves and gives center directors the chance to work with students directly in helping them to organize activities and giving them a clearer perspective of the clubs program.

Counseling

The introduction of new counseling approaches and new methods of record-keeping this year have resulted in many improvements in the counseling program. One outstanding example is in-school counseling. Another innovation is the Value Workshop series which school administrators have observed with enthusiasm.

A group counseling program, the Value Workshop series was designed for high school students who had demonstrated in a number of ways that they were underachievers, unable to analyze the consequences of their actions, unable to make their own constructive decisions by examining alternatives, and by other behavioral patterns. The results hoped for were improvement of academic records and a reduction in school absenteeism.

In the future the program will run for a longer time period in order to really judge its impact. But in two of the three groups run by a Paterson counselor, results were quite positive. Part of the success can be attributed to the cooperation she received from the participants' teachers who reported on their classroom progress. Among the 13 students who took part for two marking periods were six seniors, all on the verge of not graduating. Four of the group were granted admission to college by the end of the program, one was accepted provisionally if he is able to complete a college summer program successfully, and the sixth will have to repeat his senior year. Of the other participants, all except one were promoted.

In the other groups, it was found that some could not improve their academic standing due to serious academic handicaps which required intensive remedial work.

Outreach is one of the important aspects of the counseling program, enabling counselors to provide help to as many Puerto Rican students as possible. The Newark Center, for instance, obtains a list from the Board of Education of all Spanish surnamed students at each high school. A letter is written to all those students, informing them of the services available. The counselors have also been able to contact students through the guidance offices of the four high schools in which they work once a week.

This year the Newark Center introduced a course to prepare college-bound students in the mechanics of taking college entrance examinations, reviewing vocabulary, reading comprehension and mathematical concepts.

The Paterson staff, in a new method of advocacy, requested that a college grant a student a second interview with a different official if they felt that a student's college interview may not have been favorable. A number of students who might otherwise have been rejected, benefited from this procedure.

Among other state-wide counseling services were junior and senior seminars to inform students in large groups of the opportunities in higher education. A successful effort was made to direct more students to apply to four-year senior colleges rather than to the two-year junior colleges many had settled for in previous years.

The result was the placement of 197 Aspirantes from New Jersey in more than 75 colleges around the country from Berkeley to M.I.T., including a number in New Jersey such as Princeton, Rutgers, and Newark College of Engineering.

The original Aspira program, Aspira of New York, this year once again was at the cutting edge of educational progress for the Puerto Rican community. It provided the most continuous advocacy function it has ever engaged in—the activities which led to the signing of the Bilingual Education Consent Decree in August of 1974.

The decree, signed by Federal District Court Judge Marvin E. Frankel, mandated Bilingual Education for all Hispanic children with English language difficulties in the New York City Schools. It resulted from a class action suit filed by attorneys for the Puerto Rican Legal Defense and Education Fund, Inc. in September, 1972, on behalf of Puerto Rican school children and their parents, Aspira of New York, Inc. and Aspira of America, Inc.

The suit was a year and a half old when a major breakthrough occurred. Judge Frankel, in April, 1974, enjoined Aspira and the Board of Education to propose separate bilingual education plans for New York City by the following month.

Aspira of New York convened bilingual experts, consultants and an assortment of other educational advisors to draw up Aspira's bilingual-bicultural educational plan and to react to the Board of Education's plan. The final decree was produced after two months of intense negotiations between the two sides.

At every stage, community leaders were involved and consulted by Aspira, and divergent and previously disengaged community groups were brought into the process—a factor which is certain to have important consequences for future community responses to issues.

At Aspira's insistence, the court decree requires that material used in the bilingual programs positively reflect the culture of the Hispanic children involved. The decree also mandates that courses such as math, history and science will be taught in Spanish along with continuing development of Spanish language skills for Hispanic students. The children will be chosen for participation in the program if they have English language difficulties or are unable to learn in an all-English system. They will also be provided with courses to develop their English language ability.

One quarter of the total New York City school population is Puerto Rican. Of these 250,000 Puerto Rican children, 60% have been dropping out of school before finishing high school. Only 15% of Puerto Ricans in New York over the age of 25 had earned a high school diploma by 1970, according to the U.S. census, compared to 53.4% of New York's white population. As a result of this lack of educational attainment, Puerto Rican families have been able to make little progress economically, have often suffered negative feelings about ethnic identity and Puerto Rican youngsters have been unable to develop their natural talents for the benefit of the entire community as well as themselves.

Almost a third of the Puerto Rican families surveyed by the United States Department of Labor in 1968 lived below the poverty threshold as defined by the Social Security Administration. For a family of four, the poverty cut-off was \$3,553. As median family income rose in the country over the past few years, the gap in family income between Puerto Ricans and other groups widened.

The landmark bilingual education decree is expected to mean for non-English speaking Puerto Rican children what *Brown v. Board of Education* meant in 1952 for black children. It is the first time that a Federal Court, which is a party to the agreement, has mandated a plenary bilingual educational program to meet the needs of Puerto Rican children who now can not participate effectively in English.

The decree mandates an accurate method of classifying the participating children, and sets the second semester of the 1974-75 school year as the deadline for setting up pilot schools to carry out the bilingual program and to train personnel for full implementation of the program by September, 1975.

Educational advocacy was carried out in another important area by Aspira this year. A series of meetings with prominent Puerto Rican politicians—a State Senator, State Assemblymen, and City Councilmen—aimed at deepening their knowledge of the Agency's programs and activities. The result was not only a fruitful exchange of ideas, but the placement of six Aspirantes, both in Albany and in New York City, to serve as interns in the offices of the state and city legislators. Some of the interns received college credit for their work.

Leadership Development

The 36 Aspira Clubs in the boroughs of Manhattan, Brooklyn and the Bronx had 1,019 members during the year. From among the many workshops held throughout the centers, one stirred up particular student enthusiasm—the Women's Rights Workshop. Initially offered at the Manhattan Center for a number of weeks, it was given both in Brooklyn and the Bronx because so many Aspirantes requested it.

The annual Students Rights Workshops drew a large attendance at each of the borough Center Clubs at the beginning of the school year. Rules and regulations governing suspensions, dress codes, the right to distribute leaflets within schools, both limiting and protecting students' rights were discussed by guest speakers. The New York Civil Liberties Union offers close cooperation in this area.

Cultural awareness and interest in the arts grew this year in the clubs program and the Borough Councils, which are composed of the presidents of each club, planned and successfully carried out a number of innovative projects in these areas. A new theater workshop at the Bronx Center presented plays written and directed by Aspirantes, concerts and other performances.

About 800 persons attended an *Inspiracion Latina* in June, presented by the Brooklyn Center at New York Community College. It included plays, art exhibits, cultural exhibits and music, all on a Latin theme.

In addition to the traditional Aspira club programs, many of the clubs participated in community affairs and sponsored cultural programs in the schools, in hospitals and other places. During the Christmas season, members of the Bronx center engaged in "parandas" not only at the Center, but visiting the homes of Aspirantes.

This combined a cultural experience with recruitment and public relations efforts.

Some Brooklyn clubs made a special effort to engage parents in the Aspira Center, evoking a positive response. Another club raised \$900 at a fund raising dance, and donated \$500 to a nearby hospital. An Aspira Club, new to one high school this fall, won the respect and admiration of the school administration to the extent that it has been fully accredited as a school club and was awarded a \$50 program stipend by the administration. The Aspirantes held a Puerto Rican Discovery Day program at the school at which attendance and participation were high and in December they carried out a school wide collection to buy Christmas toys for children at the Brownsville Community Center.

Educational Counseling Aspira's Educational Opportunity Center

This was the first full year of operation for Aspira's Educational Opportunity Center, an integration of the former College Retention Center and Scholarship and Loan Center in order to provide continuity between the two programs and eliminate overlapping efforts. The integration also allowed for an extension of services in new areas, such as the creation of the Basic Skills Development Center and a new depth in the crucial counseling process which added additional psychological testing and attention to motivational and personality factors. A total of 664 students were placed in college, with an additional 55 in graduate school—25 of those students in medical school—the largest graduate placement total ever.

Part of the college placement service was run under the federal TRIO program and federal insistence on income criteria was a factor in bringing down the number of college placements for the year. In New York City, few people come close to federal poverty income criteria set up for the whole nation. Generally the average income of Puerto Ricans in New York is higher than the stipulated minimum and, if and when these students are found, they are more difficult to place in colleges due to their lack of motivation toward higher education, and lower grade averages.

Eight counselors on the AEOC staff are participating in the Queens College Masters Degree program, resulting in new depth to their counseling and improvement in the quality of services, but in fewer students per counselor.

High school seniors and juniors visited nine colleges during the year, including Yale, Cornell, the University of Vermont and Boston University.

The annual Junior College Interview Meeting was held this year at Columbia University, with 120 institutions of higher learning represented and 1,200 high school juniors participating. The Latin American Students Organizations at Columbia sponsored the activity, with the assistance of one of Aspira's active college students.

For the first time, Aspira organized a Graduate School Interview Meeting. Fifty graduate schools were represented, including eight schools of medicine and nine of law. A total of 235 college students were interviewed, and judging by the written evaluations of both college representatives and students, the event was a success.

Counseling at the college level was aimed at crisis prevention rather than crisis intervention this year. College counselors visited colleges to meet both with Puerto Rican organizations and with college administrators. The retention counselors visited Lyndon State College, Farmingdale University, Adelphi, Albany, Castleton and many schools in the city of New York. The Special Services unit was endorsed by two new schools—City College and Queensborough Community College.

The high school senior counselors, who had a caseload of 940 by the end of the year, provided orientation and counseling relating to college life and assessing student needs and abilities to see if college were a realistic choice for them. Although every student with the potential was urged on, making realistic choices about the future could reduce the number of students who are frustrated and disappointed in college and drop out.

High school freshmen, sophomores and juniors were involved in educational counseling programs at their borough centers.

Student Aides

Each AEOC counselor this year was assigned a college student as a counselor aide, and they became a tremendous asset to the program. They planned and participated in several activities such as the College Interview and Graduate Interview meetings, as well as assisting counselors in conducting workshops for high school juniors at the Center. They took part in the administrative side as well, helping to select staff, and in weekly staff and unit meetings, Board of Directors meetings and others. Three college students were on a committee with staff which wrote a summer proposal which later became part of the whole program of the agency. In recognition of their help and as an incentive for the future, special offices for the counselor aides were inaugurated in June.

Basic Skills Center

Open Admissions in the City University of New York and special admissions programs in many other colleges—a move that opened opportunities to many Puerto Rican youngsters whose educational background would not have prepared them for the traditional competitive

academic entrance exams—also created many other problems. There was a high attrition rate among these students who found themselves without the skills needed to keep up with classroom work. Few of the colleges provided adequate remedial programs, if any.

While continuing to advocate for remedial programs in the colleges, it became obvious to Aspira that the students now in college couldn't wait for even well-meaning bureaucracies to get around to them. The Basic Skills Center of the AEOC was the answer. It provides a program to assess a student's needs, assist his development and evaluate his progress.

Working in small groups, with individualized instruction and peer counseling, students were given help in study skills, problem-solving techniques, vocabulary, reading and writing skills. Discussions and awareness sessions were also helpful.

In designing the curriculum, research was conducted with the help of a number of colleges and universities and with industrial and educational firms. A total of 264 students—high school seniors and juniors as well as college students and several drop-outs—took part in the program, the largest number during the summer session. Workshop and training sessions were held periodically to familiarize counselors with the identification and treatment of potential participants.

Plans for the future include a more diversified and comprehensive program, referrals to reading specialists and reading clinics, integration with the bilingual education program to provide skills, and to serve as a research resource for Aspira Centers and counselors.

Aspira Drug Prevention Program

The first year of the new Aspira Drug Prevention Program proved that the original concept was unworkable. The aim of the program was to identify Puerto Rican boys and girls who are either experimenting with drugs or whose behavior could point to future drug usage—hostility, truancy, poor academic record. The program provides individual, group counseling, and vocational counseling and special projects to help the student gain a better insight into himself and to provide new outlets, new goals and new cultural awareness.

Because the aims are like many of Aspira's general aims, the program was started in each Borough Center and 500 boys and girls took part. Experience, however, showed that the ADP group had so many more special problems and generally less motivation than the Aspirantes, both programs were hampered. By the end of the year, a proposal was submitted to the Addiction Services Agency of New York City, suggesting that the program be centralized in Williamsburg, which seemed to have the greatest apparent need.

Parent and Student Guidance Program

More than a thousand cases were lost through the closing of the Parent and Student Guidance program when the Rockefeller Foundation grant ran out and was not refunded. Because of the importance of this counseling program, there were continuing efforts to refund it.

Summer Programs

Forty students from Aspira of New York and Aspira of Pennsylvania went to Puerto Rico in the traditional annual socio-cultural trip this summer. Aspira of Puerto Rico served as host for part of the stay and the University of Puerto Rico provided free room and board. The students returned with a better understanding of the Island and with a clearer concept of the similarities and differences that exist between the life style of both Island Puerto Ricans and those who live in New York City.

Where once the summer months were quiet months for Aspira, and staff scheduled vacations, now they are among the most active. Community involvement was the major theme for Aspirantes during the summer of 1973.

In the city, 200 students participated in a program sponsored in cooperation with the Youth Services Agency. In the Bronx, 25 worked with a Tenants Council. They received training from lawyers who visited the center and discussed tenants' rights, pressure methods and the legal implications of such methods, and they attended landlord-tenant court.

Students canvassed door-to-door and by telephone on tenant needs, looked into the possibility of the council buying a building, cleaned out an empty lot for a playground and worked on getting a play street approved with the Police Athletic League.

Others were assigned to a high school to help conduct workshops for younger children in automotive and electrical appliance repair, and woodworking. Ten students served as tutors at a bilingual public school which conducted a day care center. Others worked for the second year at Camp Fordham, a day camp run by Fordham University for minority children. Camp Fordham indicated that Aspirantes were the best of all their help each day.

Other students who are interested in health careers were accepted at San Juan Medical Center as clerical staff and translators. Four students placed with Channel 13 (WNET), researched the image of Puerto Ricans in the newspapers and took part in a Consumer Fraud complaint program.

In the Bronx and Manhattan Centers, programs of counseling, tutoring and other help for "little people" (grades three through six) were carried out by Aspirantes; health service and voter education programs were conducted, and a drug task force in Manhattan did research in order to develop Aspira's new Drug Prevention Program.

In Brooklyn, a community-based storefront in Williamsburg, where the great majority of the population is poor and Spanish-speaking, served as focal point of the program. Aspirantes conducting a health survey, found great health needs, especially among the children. They disseminated information to parents and escorted children to the Williamsburg Health Center for blood tests to diagnose lead poisoning and sickle cell anemia, and for dental care. The program culminated with a health fair for the neighborhood with the help of the Health Center.

Aspirantes served as counselors and tutors in summer programs in five elementary schools and for the "little people" at the storefront.

In Manhattan, Aspirantes worked to widen the "little people's" interest and to make them aware of their culture. Others worked in a health task force for the Lower East Side and for Spanish Harlem, researching health needs and providing information on health facilities. Students and staff worked on a housing task force as well, and a media and communications task force published a weekly newsletter.

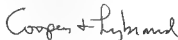
For Aspira of New York this was an important year—one in which new challenges and opportunities opened up; ideas formulated last year took on flesh and bones; and existing programs were consolidated and strengthened. Next year's challenges look even more exciting and important.

Accountants' Report

To the Board of Directors of
Aspira of America, Inc..

We have examined the combining balance sheet of ASPIRA of AMERICA, INC. and AFFILIATES (Note 1) as of June 30, 1974 and the related combining statement of receipts, expenditures and changes in fund balances for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the combined financial position of Aspira of America, Inc. and Affiliates and the individual financial positions of such Affiliates at June 30, 1974 and the combined and individual results of their operations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.



New York, N. Y.
September 18, 1974

Coopers & Lybrand
Certified Public Accountants



Aspira of America, Inc. and Affiliates Combined	Aspira of America, Inc.	Aspira of New York, Inc.	Aspira, Inc. of New Jersey	Aspira, Inc. of Pennsylvania	Aspira, Inc. of Illinois	Aspira, Inc. of Puerto Rico
\$382,877	\$113,470	\$142,869	\$ 3,944	\$20,804	\$18,503	\$83,287
20,000		20,000				
6,898	950	4,200	1,218	30		500
16,340			4,054		5,966	6,320
	(4,405)		5,000		(595)	
131,009		113,817		17,192		
44,856		13,302	17,295	6,108	1,070	7,081
8,306	805	4,962	2,398		141	
<u>\$610,286</u>	<u>\$110,820</u>	<u>\$299,150</u>	<u>\$33,909</u>	<u>\$44,134</u>	<u>\$25,085</u>	<u>\$97,188</u>
\$ 2,794			\$ 2,794			
847	\$ 137	\$ 710				
19,142		18,565		\$ 577		
46,861	3,033	18,655	11,378	3,685	\$ 5,635	\$ 4,475
8,433			8,433			
78,077	3,170	37,930	22,605	4,262	5,635	4,475
532,209	107,650	261,220	11,304	39,872	19,450	92,713
<u>\$610,286</u>	<u>\$110,820</u>	<u>\$299,150</u>	<u>\$33,909</u>	<u>\$44,134</u>	<u>\$25,085</u>	<u>\$97,188</u>

Combining Financial Statements

Aspira of America, Inc. and Affiliates

Combining Balance Sheet (Note 1)'as of June 30, 1974

Assets

Cash, including \$57,447 in savings accounts.....
Certificates of deposit
Security deposits
Funds receivable
Interaffiliate receivables (payables)
Land and buildings, net of accumulated depreciation of \$4,093
Office equipment, net of accumulated depreciation of \$1,245
Other, principally salary advances

Liabilities and Fund Balances

Funds payable
Pension contributions payable (Note 2)
Mortgages payable (Note 3)
Accounts payable and accrued liabilities
Deferred revenue
Total liabilities
Fund balances, June 30, 1974

The accompanying notes are an integral part of the financial statements

**Aspira of
America, Inc.
and Affiliates
Combined**

**Aspira of
America,
Inc.**

**Aspira of
New York,
Inc.**

**Aspira,
Inc. of
New Jersey**

**Aspira,
Inc. of
Pennsylvania**

**Aspira,
Inc. of
Illinois**

**Aspira,
Inc. of
Puerto Rico**

\$ 411,603	\$114,435	\$162,025	\$ 67,250	\$ 23,500	\$ 40,250	\$ 4,143
162,037	104,975		13,675	6,750	31,537	5,100
41,830	4,571	15,176		22,083		
1,283,920	129,073	715,163	108,955	92,007	34,367	204,355
34,068	955	22,552	377	7,401	286	2,497
1,933,458	354,009	914,916	190,257	151,741	106,440	216,095
	(53,237)	27,331	12,865	7,823	5,218	
1,933,458	300,772	942,247	203,122	159,564	111,658	216,095
1,270,003	117,587	670,755	153,617	96,608	95,475	135,961
153,104	15,465	55,999	1,675	29,172	3,403	47,390
50,590	29,633	12,478			5,200	3,279
136,815	25,531	86,356	11,866	774	7,800	4,488
52,161	8,384	37,869	4,680	1,228		
55,092	7,855	31,912	6,464	5,630		3,231
6,131	4,930				1,201	
152,356	22,793	76,262	27,147	10,616	4,624	10,914
1,876,252	232,178	971,631	205,449	144,028	117,703	205,263
57,206	68,594	(29,384)	(2,327)	15,536	(6,045)	10,832
475,003	39,056	290,604	13,631	24,336	25,495	81,881
\$ 532,209	\$107,650	\$261,220	\$ 11,304	\$ 39,872	\$ 19,450	\$ 92,713

Combining Financial Statements

Aspira of America, Inc. and Affiliates

Combining Statement of Receipts, Expenditures and Changes in Fund Balances (Note 1) for the year July 1, 1973 through June 30, 1974

Receipts

Contributions:

Foundations	
Corporations	
Community	

Governmental grants

Interest and other

Transfers from Aspira of America, Inc.

Total receipts

Expenditures

Personnel and fringe benefit costs

Program costs

Development costs

Administrative and other

Space costs

Equipment, including rentals

Consumable supplies

Board of Directors

Other

Total expenditures

Excess of receipts over (under) expenditures

Fund balances, June 30, 1973

The accompanying notes are an integral part of the financial statements.

Notes to Combining Financial Statements

Note 1. Summary of Significant Accounting Policies

The combining financial statements include the accounts of Aspira of America, Inc., and affiliates: Aspira of New York, Inc., Aspira, Inc. of New Jersey, Aspira, Inc. of Pennsylvania, Aspira, Inc. of Illinois and Aspira, Inc. of Puerto Rico. Aspira of America, Inc. is a national organization which coordinates and maintains a unified Aspira program for all Aspira affiliates. Major functions of the national office are to develop programs, raise funds, train personnel and provide financial and administrative support. Interaffiliate transactions have been separately identified.

As is common with many nonprofit organizations, Aspira of America, Inc., Aspira of New York, Inc. and Aspira, Inc. of Pennsylvania maintain their accounts on a modified accrual basis; however, their financial position and results of operations would not be materially different if the accounts were maintained on a generally accepted accrual basis.

The following policies have been adopted by the affiliates for the costs of property and equipment purchases:

Aspira of America, Inc. and Aspira of New York, Inc.—

Since July 1, 1971, costs are charged to operations in the year incurred.

Aspira, Inc. of New Jersey, Aspira, Inc. of Pennsylvania, Aspira, Inc. of Illinois and Aspira, Inc. of Puerto Rico—

Costs are capitalized in the year incurred.

With the exception of Aspira, Inc. of Puerto Rico, the affiliates do not provide for depreciation on property and equipment since such assets are purchased from donated funds and it is expected that replacements or additions will be likewise acquired. Depreciation for the year, with respect to Aspira, Inc. of Puerto Rico, amounting to \$1,003 is recorded over the estimated useful lives of the assets and is computed using the straight-line method.

The following policies have been adopted by the affiliates for the recording of contributions and grants:

Aspira, Inc. of Illinois and Aspira, Inc. of New Jersey record contributions and grants when the amount to be received is fixed and irrevocable

Aspira of America, Inc., Aspira of New York, Inc., Aspira, Inc. of Pennsylvania and Aspira, Inc. of Puerto Rico record contributions and grants upon receipt.

Amounts received which are specifically designated for future periods are deferred.

Note 2. Pension Plan

Aspira, together with its affiliate, Aspira of New York, Inc., has a contributory pension plan available to all employees electing to participate and meeting length of service requirements.

Effective June 1, 1974, Aspira changed its pension plan from a defined benefit plan to a defined contribution plan. Under the new plan contributions are made to the pension fund based upon a percentage of the participating employees gross salary. The change had the effect of reducing current pension expense by approximately \$16,800. Pension expense for fiscal 1974 is approximately \$3,237. As of the latest valuation date, June 1, 1974, the assets of the fund exceeded vested benefits.

Note 3. Mortgages

Mortgages payable comprise the following:

Aspira of New York, Inc.:

First mortgage; interest at 6% per annum,
due June 1, 1975

\$ 5,551

Second mortgage; interest at 9% per
annum, due in quarterly installments of
\$600 including principal and interest.
Such payments will continue until fur-
ther notice by the mortgagee or until
the loan is paid in full

13,014

Aspira, Inc. of Pennsylvania:

First mortgage; interest at 8½% per
annum, due September 1974

577

\$19,142

Note 4. Commitments

Aspira of New York, Inc. is obligated under lease agreements expiring on various dates through 1980. Minimum annual rentals aggregate approximately \$62,000 for fiscal 1975 and \$30,000 annually thereafter. Certain leases contain escalation clauses relating to cost of living adjustments and tax and utility rate increases.

Contributors to Aspira 1973-74

Foundations

Ascoli (Marion R.) Fund
Block (Adele & Leonard) Foundation
Calder (Louise) Foundation, Inc.
Campe (Sam & Louise) Foundation, Inc.
Carnegie Corporation of New York
Chicago Community Trust
Clark (Robert Sterling) Foundation
Edwin Gould Foundation
Educational & Scientific Foundation of the Illinois State Medical Society
Fels (Samuel S.) Fund
Field Foundation, Inc.
Field Foundation of Illinois, Inc.
Forest Fund
Freudenthal Foundation
Grant Foundation, Inc.
Haas Community Funds
Hayden (Charles) Foundation
Hefner (Hugh M.) Foundation
Hyde (Lillia Babbitt) Foundation
J.M. Foundation
Keystone National Foundation Fund, Inc.
Klingenstein (The Esther A. & Joseph) Fund, Inc.
Lavanburg Corner House
Loeb (Henry & Louise) Foundation
Low (Madeleine M.) Fund, Inc.
Merrill (Charles E.) Trust
1907 Foundation
Orin Lehman Foundation
Ramos (Angel) Fundacion
Riverside Church
Rockefeller Brothers Fund
Rosenthal (Ida & William) Foundation
Rubenstein (Helena) Foundation
Schultz Foundation

Schumann (The Florence & John) Foundation
Seybert (Adam & Maria Sarah) Institution
SRA Foundation
Surdna Foundation, Inc.
Steel (Helen & Stephen) Foundation
Tananbaum (Martin) Foundation
United Way of Essex and West Hudson
Victoria Foundation
Wagenlis Foundation
Wallace (DeWitt) Fund, Inc.
Woods Charitable Foundation

Corporations/Unions and Corporate Foundations

National Sponsors—Gifts of \$5,000 and Over

Amoco Foundation, Inc.
American Telephone & Telegraph Company
Banco Popular
CNA Financial Corporation
Coca Cola Bottling Company of New York
Commonwealth Oil Refining Company
Equitable Life Assurance Society of The United States
Exxon Corporation
First National City Bank
General Motors Corporation
Gulf and Western Industries, Inc.
International Business Machines Corporation
International Ladies Garment Workers Union (David Dubinsky Foundation)
New York Life Insurance Company
Philip Morris, Inc.
Phillips Petroleum Company
Sears, Roebuck and Company
Singer Company
United States Steel Corporation

Western Electric Fund
Xerox Corporation

Other Contributors—Gifts of \$100 to \$4,999

Air Reduction, Inc.
Allied Mills, Inc.
American Bank and Trust Company
American Metal Climax, Inc.
American National Bank and Trust Company of Chicago
ARA Services, Inc.
Arsuaga (Anibal L.) Inc.
Arthur Andersen and Company
Atlantic Richfield Company
Avon Products, Inc.
Badillo/Compton, Inc.
Bamberger's
Bankers Trust Corporation
Belding Heminway Company, Inc.
Bell Laboratories
Bell Telephone Company of Pennsylvania
Berwind Corporation
Borg-Warner Corporation
Bowery Savings Bank
Bristol Myers Company
Carson Pirie Scott and Company
Chase Manhattan Bank
Chemical Bank
C.I.T. Financial Corporation
Colgate Palmolive Company
Compton Advertising Company
Consolidated Edison Company of New York, Inc.
Continental Bank Foundation
Commonwealth Edison of Illinois
Container Corporation of America
Continental Can Company

Driver (Wilbur B.) Company
 Dry Dock Savings Bank
 Ernst and Ernst
 Fidelity Union Trust Company
 First Boston Foundation Trust
 First Federal Savings and Loan
 Association of Chicago
 Foundation
 First Pennsylvania Banking and
 Trust Company
 General Cigar Company
 Gillette of Puerto Rico, Inc.
 Grand Union Company
 Gulf Oil Corporation
 Harris Trust and Savings Bank
 Hart, Schaffner and Marx
 Hilton International
 Hooker Chemical Corporation
 Hunt Manufacturing Company
 Illinois Bell Telephone
 Company
 Inland Steel Company
 International Paper Company
 International Telephone and
 Telegraph Corporation
 Irving Trust Company
 J.C. Penney Company, Inc.
 Jervis Corporation
 Jewel Foundation
 Kinney National Service
 Kirsch Beverages, Inc.
 Kraftco Corporation
 Kraft Foods Division
 Sealtest Foods Division
 Breakstone Sugar Creek
 Foods Division
 Kresge (S.S.) Company
 Las Americas Stores
 Lerner Stores Corporation
 Manufacturers Hanover Trust
 McGraw-Hill, Inc.
 Merck Company Foundation
 Metropolitan Life Insurance
 Company
 Metropolitan Structures
 Midtown Electric Supply
 Corporation
 Mobil Oil Corporation

Montgomery Ward & Company,
 Inc.
 Morton-Norwich Products, Inc.
 Mutual Benefit Life Insurance
 Company
 National Economic Develop-
 ment Association
 Midlantic National Bank
 National Lead Industries
 New York Times Foundation
 New Jersey Bell Telephone
 Company
 Northern Trust Company
 Ogilvy and Mather, Inc.
 Oscar Mayer Foundation, Inc.
 Peoples Gas Light and Coke
 Company
 Pepsico, Inc.
 Philadelphia National Bank
 Ponce De Leon Federal Savings
 and Loan Association
 Prudential Insurance Company
 of America
 Public Service Electric and
 Gas Company
 Pueblo Supermarkets, Inc.
 Puerto Rico Sun Oil Company
 Quaker Oats Company
 Rapid American Corporation
 RCA Corporation
 R.R. Donnelly and Sons
 Company
 S & H Foundation, Inc.
 Saul, Ewing, Remick and Saul
 Searle and Company
 Schering Corporation
 Sunbeam Corporation
 Supermarkets General
 Corporation
 Sun/Times Daily News Charity
 Trust
 Thomas Dean Company
 Trust Mortgages, Inc.
 Urban Investment and Develop-
 ment Corporation
 Union Carbide Corporation
 UOP Foundation
 Warwick Electronics, Inc.
 Western Union Corporation
 Woolworth (F.W.) Company
 Zenith Radio Corporation

Government Grants

National

United States Office of Education
 Bilingual Think Tank
 Conference

New York

City of New York Council
 Against Poverty
 Commonwealth of Puerto Rico
 United States Office of Education
 Special Service
 United States Office of Education
 Talent Search

Illinois

Neighborhood Youth Corps of
 Chicago

New Jersey

Hoboken Model Cities
 Department of Community
 Affairs of New Jersey
 United States Office of Education
 Talent Search

Pennsylvania

United States Office of Education
 Right to Read Project

Puerto Rico

United States Office of Education
 Talent Search
 Commonwealth of Puerto Rico
 United States Office of Education
 Upward Bound (Veterans
 Program)



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